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RESEARCH METHODS

MANUAL

by

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PREFACE

While research has been a long-standing tradition at the National Management College (formerly Pakistan Administrative Staff College), Lahore, it is only recently that a proper Study Module has been offered on the subject of ‘Research Methodology’. It is based on my own understanding of the subject as a student of research methodology, as a researcher, and as a supervisor of some M. Phil and PhD theses over a period of time. I have also immensely benefited from the feedback I have received from the participants of National Management and Senior Management Courses for some time now. I therefore sincerely hope that the present participants of these courses will find the manual useful for the purpose of writing their research papers. While the manual itself focuses on the ‘dos’ of research, an Appendix on the subject of ‘Plagiarism’ has also been added to emphasize the ‘don’ts’. This Appendix (Appendix-3) comprises: 1) ‘Plagiarism Policy’ of the Higher Education Commission, Government of Pakistan; and 2) ‘The Little Book of Plagiarism’, produced by the Leeds Metropolitan University, U.K. I am sure, the contents of this Appendix and particularly the Plagiarism Policy of the government will be closely followed to avoid plagiarism. The College takes very serious view of plagiarism. There is HEC-approved software available now to check the menace of plagiarism. The entire paper should be product of your own efforts, research and writing. You can of course seek help from the faculty, experts or scholars. But, in the end, it should be your contribution. This is part of the signed undertaking you will give on the title page of your paper (See Appendix-2 of the Manual).

Finally, I would also like to take this opportunity to thank Mr. Muhammad Ismail Qureshi, Rector, National School of Public Policy; Mr. Naeem Aslam, Dean, National Management College (NMC) and Chief Instructor, National Management Wing of NMC; Ms. Arifa Saboohi, Chief Instructor, Senior Management Wing of NMC; and all my faculty colleagues in both the wings for their encouragement, support, and help with the development of Research Methodology as a Module for research at the College.

Any suggestions for the improvement of this Manual will be most welcome.

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RESEARCH METHODOLOGY MANUAL

Introduction

The purpose of this “**Research Methodology Manual**” is to provide the participants of the National Management, Senior Management and Mid-Career Management courses, a guideline on research methods employed for writing a research paper. However, this manual is also relevant for MA, M. Phil and PhD research. The main characteristics of research remain more or less the same. Master’s essays, M. Phil’s theses and PhD’s dissertations are an advance in terms of effort, depth, and detail, apart from the mass of data. The word count may extend to 80,000 words or more, as in the case of a PhD dissertation. But still all of them use the same methods, techniques and tools of research as are used for a research paper. So, this manual, with all its contents properly understood and followed, can help the participants not only for the present, but, hopefully, beyond, in pursuit of higher research goals.

‘Research’ has been defined in a number of ways, depending upon particular interests and demands of the researcher, his/her professional training and skills and, of course, the nature of the problem being examined or analyzed. In this sense, there is no one standard definition of research (same is true of the dictionaries defining research). Similarly, there is no one way of doing research. Research can be done in numerous ways, from chronological to descriptive to analytical, from qualitative to quantitative, from explanatory to predictive, from exploratory to evaluative (cost - benefit analysis) to instrumental and action-oriented, to theoretical to applied research. There is a whole variety of research possible.

While the historical roots of logical positivism or logical empiricism or, simply, empiricism, as it became better known, could be traced to philosophers in the middle ages, such as William of Ockham (14th century), and modern philosophers, such as John Locke (17th century) and George Berkeley (18th century), the empiricist theory of knowledge truly developed at the hands of David Hume, an eighteenth century political philosopher influenced by the emergence of modern science. In his *Treatise of Human Nature* (1739), he insisted that “all our knowledge of the world is derived from particular empirical experiences”¹. Hume was “the real father of positivist philosophy”. (Kolakowski 1972)². His work and insights served as the basis for further development of positivist, empiricist theory of knowledge in the nineteenth century, especially in the metaphysics of William James who not only talked about experience but also suggested the “multiple experiences of experience itself”³. Bertrand Russell, who, in collaboration with A.N.Whitehead, wrote his major work, *Principia Mathematica*, among others, was one of the most prominent empiricists of the twentieth century. But then modern empiricism was not the work of British analytical philosophers alone. There was the so-called Vienna Circle in Europe, established by Moritz Schlick, and joined by Rudolf Carnap and a host of leading mathematicians and scientists. Eventually, with the shifting of Carnap to Chicago in the late 1930s, the empiricist movement moved to America and developed further into “scientific empiricism”, reflecting a much “broader outlook” and goals⁴.

It must also be noted that the empiricist movement was not something unique to the Western world. Ibn Sina, known in the West as Avicenna, for example, writing in the 11th century argued that the “first certitude of the human mind” was “being”, which could only be

¹ Steve Buckler, “Normative Theory”, in *Theory and Methods in Political Science*, eds. David Marsh and Gerry Stoker (New York: Palgrave Macmillan, 2002), 173.

² *Ibid.*

³ William A. Darity, Jr., ed. *International Encyclopedia of Social Sciences*, 2nd ed. (Detroit: Gale, 2008), 578.

⁴ David L. Sills, ed., *International Encyclopedia of the Social Sciences*, Vol. 12 (New York: Crowell Collier and Macmillan, 1968), 389.

“apprehended by means of sense perceptions”⁵. Likewise, Al-Ghazali, in his *Tahafut al-falasifa*, again in the 11th century, as the title of the work suggested, took the philosophers to task for their ‘inconsistencies’ and lack of evidence provided in their formulations. Of course, Ibn Khaldun, in the 14th century, in his seminal work, the *Mukaddima*, formulated the empirical concept beyond any shadow of doubt by insisting “on the criterion of conformity with reality (*Kanun al- mutabaka*, 61-2), that is of the probability of the facts reported and their conformity to the nature of things....”⁶ Indeed, employing “observation” as the main tool in his analysis, Ibn Khaldun rejected the “traditional speculation of philosophers” and pressed for a science, “Umran”, based on “concrete facts”. In the process, he even rejected “speculative reasoning”. As he put it: “...reason is marvelous tool, but only within the framework of its natural limits, which are those of investigation and the interpretation of what is real”⁷.

While Europe marked the transition from the medieval to the modern world through renaissance, science, and by association, the empirical movement, the Muslim world had to wait the arrival of Allama Muhammad Iqbal, poet- philosopher and one of the founding fathers of Pakistan to reconnect with and revive empiricism. In his treatise, *The Reconstruction of Religious Thought in Islam*, Allama Iqbal argued that “knowledge is sense-perception elaborated by understanding”⁸. He highlighted “the general empirical attitude of the Quran which engendered in its followers a feeling of reverence for the actual and ultimately made them the founders of modern science”⁹. Indeed, he made a determined effort “to awaken the empirical spirit in an age which renounced the visible as of no value in men’s search after God”¹⁰.

⁵ B. Lewis, eds., *The Encyclopedia of Islam*, Vol.III (Leiden: E.J. Brill, 1971), 943.

⁶ *Ibid.*, 829.

⁷ *Ibid.*, 830.

⁸ Allama Muhammad Iqbal, *The Reconstruction of Religious Thought in Islam*, ed., M. Saeed Sheikh (Lahore: Institute of Islamic Culture, 1986), 10.

⁹ *Ibid.*, 11.

¹⁰ *Ibid.*

The main argument of the empiricists as a whole remained, as always, their emphasis on experience, empirical experience. That is, an experience brought forth by facts which could be ‘observed’, ‘verified’, and ‘measured’. In operational terms today, it means identification of the problem (research problem), formulation of hypothesis/eses (the relation of ‘independent’ variables to one or more ‘dependent’ variable/s), collection and analysis of data to test the variables in a measurable relation, rejection or validation of hypotheses suggesting a relationship (ideally ‘causal’, that is, ‘cause and effect relationship’), and generalization of the findings or conclusions into a ‘theory’, ‘model’, ‘system’, or an ‘approach’. This process of inquiry that tests against reality in a disciplined manner, with each step in the process quite explicit and related, is described as the ‘scientific’ method, or, more specifically, the ‘empirical method’ (after the empiricists).

But then, empiricism (and not the empirical method), was challenged by a host of “alternative” theories over the years, including “Interpretative Theory” (“interpretation rather than causal explanation”, with an emphasis on beliefs and values for “understanding social life”), “Conventionalism” (“shared conventional beliefs”), “Critical Theory and Dialectics” (“an analysis of real structural dynamics”, interpreted in “social relations”, such as in Marxism), “Deontological Theory and Value Pluralism” (“competing value-systems” and the “desirability of a liberal society”), “Communitarianism” (the “norms and conventions of the community” to which individuals belonged), and, of course, “Postmodernism” (“the articulation and negotiation of *difference*”), to name a few more important ones, highlighting the role and relevance of values in the realization of knowledge¹¹. In spite of these attacks and some setback, empiricism still remains the dominant theory of knowledge. More so, because of its ‘method’, the ‘empirical method’, indicated above, which continues to enjoy appeal and acclaim in the scientific world.

¹¹ See Buckler, “Normative Theory”, 176-193, for a detailed discussion on these alternative theories.

Structurally, research methodology has been defined as the ‘methods’, that is, methods, techniques and tools for research. Methods may be ‘qualitative’ or ‘quantitative’, or a combination of both, at some level. Also, methods may be ‘case studies’ or ‘comparative’ method, ‘surveys’ or ‘experiments’, depending upon the need for one or the other form of research. Techniques may include approaches such as, descriptive, analytical, applied (evaluation), predictive, explanatory, exploratory, theoretical, or specific procedures employed in different disciplines of social sciences. Tools may include tools of data collection such as, documents, questionnaires (mailed as well as schedules), interviews, observation, sampling (survey sampling also), Internet (Net), etc. These methods, techniques, and tools indeed provide the foundation for research in a systematic, scientific manner, whether it is required for a research paper or a thesis or a book-length study.

Since, as part of requirements of the National Management, Senior Management and Mid-Career courses at the National Management College/National Institutes of Management, the participants will be required to write research papers, especially the **Individual Research Paper (IRP)**, the Module on ‘Research Methodology’ concentrates upon methods, techniques, and tools of research, and thus this Manual also is an expression of the preference for the structural over the normative aspect of methodology. Even in colleges and universities around the world, unless required, research methodology courses treat methodology in the sense of methods. Still, for the sake of some exposure to theory, particularly ‘normative theory’, given its importance in research, the first reading in the accompanying reading material entitled, **“Research Methodology: Book of Readings”**¹² (available on the College LAN and in the College Library),

¹² Sikandar Hayat, comp., “Research Methodology: Book of Readings”, National Management College, Lahore.

carries a useful chapter contribution by Steve Buckler¹³. It offers an insight into both logical positivist/empiricist theories and the ‘alternative’ theories of knowledge.

A preference for methods, techniques, and tools of research does not mean that we will accept them uncritically. Rather, with the help of a host of writings on the subject (given in the **Book of Readings**), there will be a systematic effort at ‘throwing light on their limitations and resources, clarifying their presuppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge’¹⁴. *However, this emphasis on methods clearly suggests that, in preparing the research paper at the National Management College/NIMs, we will concentrate upon the process of doing research. But this will not be at the expense of outcome. We will be keenly interested in the end product that is the final outcome, the findings, conclusion and recommendations, in your paper. Informed, well-thought out and viable recommendations distinguish public policy research from all other kinds of research.*

Hence, **equal emphasis on both process and product in research.**

Since **this Manual primarily concentrates on the method of writing of a research paper**, we will cover three areas of interest in particular: 1) **Research Process**; 2) **Format of the Paper**; and 3) **Notes and Bibliography**. We will discuss them in three separate sections, beginning with the major steps in a research process.

¹³ Buckler, “Normative Theory”, 172-194.

¹⁴ Abraham Kaplan, *The Conduct of Inquiry* (New York: Harper & Row, 1963).

Section-1

Major Steps in a Research Process

- 1) **Explore the Topic through a background study** (relevant books, articles, encyclopedias, Internet, etc). Try to understand the topic. What does it say? What are its main elements? How are they related? What is the question/s implicit in the topic? What is it that you need to do, search, or prove (or disprove)? In short, what exactly is the task?
- 2) **Review of the Literature.** Identify and examine a few major studies/works on your topic. Critically assess and evaluate their arguments. See how far you agree or disagree with these arguments. **Try to develop your own argument/perspective.** The main purpose of the Review of the Literature is to engage with other writers on the subject to **formulate and develop a line of inquiry (and rationale) for the study.** There is no point in re-stating or rehashing the same old arguments in the same manner.
- 3) **Write a brief introduction, that is, few introductory paragraphs on your topic, highlighting the nature and direction of research to follow in the paper. This should provide a basis for the formulation of your Statement of the Problem.**
- 4) **Formulate a Statement of the Problem (Thesis Statement).** State clearly the problem (research problem) that you want to address in your paper. This may be followed by an underlying hypothesis/question (or may be 2 or 3 hypotheses/questions) that will help explain or understand that problem. Theoretically, a Statement of the Problem helps seek/establish relationship between a dependent variable and independent variables. The Statement of the Problem is the pivot around which the whole research paper must revolve and rest. This should be the rationale and purpose of your research.
- 5) **Make a Preliminary Outline.** Divide your paper into self-contained, separate Sections and sub-Sections, if necessary. (Please don't write them 'chapters'. Chapters are in books, not in papers. **Papers have sections**). **All these Sections and sub-Sections must be sequentially and logically related to each other and, above all, to the argument/s you intend to develop with regard to your Statement of the Problem.** The Outline must reflect a logical, coherent, and systematic organization of your ideas. It must be in a

descriptive form. However, please do bear in mind that it is a preliminary Outline, at this stage. It will be revised and modified into a final Outline after you have collected all the relevant data and have developed ideas further to address your Statement of the Problem critically.

- 6) **Prepare a Working Bibliography of the data/sources/material (books and articles, etc.) relevant to your research paper and within your reach at the present.** This is essentially a preliminary Bibliography. Your final Bibliography, eventually, as it will appear at the end of the paper (with Second Draft), will reflect all the sources (present and subsequent) used in writing of your research paper. Obviously, that will be an expanded Bibliography.

Important Note: **Review of the Literature, Statement of the Problem along with Preliminary Outline of the paper, must be submitted to the Faculty Advisors on Due Dates. These must be approved by the Advisors.**

- 7) **Collect all the relevant Data.** (College Library may not have all of it, and thus you will need to reach out). It must be reasonable both in quantity and quality for the research problem you want to analyze. It should cover all parts, that is, all Sections, sub-Sections of the paper, uniformly. There should be an internal balance within the paper.

Please use Note Cards for the purpose. This is the most organized and useful method for data collection and note-taking. Each Note Card must contain one idea or one point, with proper citation of source, and page number/s. Only one side (front) of the card should be used. Cards should be 3x5 or 4x6 inches in size, and not larger. (They are available in the market, known as 'Library Cards').

There are two types of sources of data. One is called **Primary Sources**. The other is called **Secondary Sources**. Primary Sources are the preferred, original sources in research. They are original, 'straight from the horse's mouth' kind of material, such as memoirs, diaries, letters, autobiographical/eye-witness accounts, official records (government records/public records), etc., that is, anything written, recorded, or observed

by the principal actors involved in the event/s being analyzed. Secondary Sources are the material produced after the event/s and, in the main, are analyses, interpretations or statements after the event/s, and are generally covered in books, articles (whether in journals, magazines or newspapers), etc., on the subject. **Some of major sources of data, both primary and secondary, are briefly discussed here.**

- i) **Documents.** Documents constitute a major source of data in research, and include official records, private records, memoirs, diaries, letters, autobiographies, biographies, books, journals, magazines, newspapers, photographs, maps, pictures, audio and video recordings, tape-recorded interviews, and computerized records, etc. This kind of data is used in social science research in general and in history, political science, public policy and other related disciplines in particular.
- ii) **Questionnaires.** Questionnaires, in the main, are of two types. One is a Schedule type of questionnaire, essentially a face to face interview with the respondent. The other type of questionnaire is a Mailed Questionnaire. It is mailed and the respondents are asked to respond to questions given in the questionnaires. This is a cost-effective method and is used to reach a large population (through sampling). In this sense, questionnaires provide useful basis for Survey Research (mostly used in economics, sociology, and demographic studies). However, ‘piloting’ your questionnaire will always help. Try it on a few, select people before you mail to large numbers.
- iii) **Interview.** In general, there are three types of interviews, Structured, Semi-structured, and Unstructured. For structured interviews, you prepare a list of questions, and follow them with the interviewee in the same order and form as given. In the semi-structured interview, you have a list of questions or topics to cover, but you allow latitude (flexibility) to the interviewee to discuss things as he/she deems appropriate. Unstructured interviews are generally in-depth interviews, and are mostly used for life-history research. In the preparation of questions for both structured and unstructured interviews, make sure that they

are short and relevant and move from the general to the particular in a logical progression with controversial, sensitive or personal issues raised towards the end of the interview. Please make sure that you develop your interview schedule carefully. Interview is a very useful support for documents (and questionnaires) in the event of paucity of sources on a particular subject.

- iv) **Observation.** Observation is a common method in anthropological and sociological research. It is a method used to generate data for understanding a community, culture or social context, similar or different from that of the researcher. It could be Participant or non-Participant Observation (Observer takes no part in activities) type and could also be structured or less-structured, depending upon the need. The usual method of recording data, both verbally and non-verbally, is either during the observation or immediately thereafter, as the situation permits. But it should be done as early as possible to ensure 'accuracy' of information.
- v) **Sampling.** Sampling or Survey Sampling method is used in both qualitative and quantitative types of research. Basically, there are two types of samples, Probability Samples and non-Probability Samples (some call them Purposive Samples). Probability Samples include random sampling, stratified random sampling, and cluster sampling. The most frequently used technique of non-Probability sampling is 'Quota' sample especially in market research. Other

e, major non-Probability method is 'Opportunity' sample, constituting a sample of the people interested in the study. A researcher must be aware of both standard errors that estimate sampling error, and non-sampling error. Non-sampling error may well be due to the sampling process itself (for example, poor quality of questionnaires or interview schedules, incomplete, inaccurate, or insufficient response of the respondents). Thus, at times, it is helpful to have a large sample to neutralize the effects of non-sampling error. This is more important in quantitative or survey research.

- vi) **The Internet (NET).** The Internet or Net is a useful source of data collection. But please do remember that the Web is subject to copyright laws. Search Engines (like Google, Yahoo, etc) help you collect a remarkable range of information on a variety of subjects. This information is readily copy-able, that is, you can copy from the source document. The problem is, and a major one too, that **this easy copying has led to a devastating growth of cut and paste kind of plagiarism in research. This is highly objectionable and wrong and must be avoided at all costs.**

Besides books and articles, information on the Net includes government and other public records, newspaper reports, individual research projects, educational and other academic, scholarly sites, which may provide relevant data for your topic. However, you must be careful in evaluating and assessing the accuracy of the information thus collected. You must be mindful of the **credibility of the sites**. You must also know that the information may, at times, be quite old, and thus redundant and not helpful for the present purpose.

Important Note: **PLAGIARISM is not confined to the use of the Net. Plagiarism, as Wikipedia describes the term, is 'the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work'. In other words, it could be a book, article, report, indeed anything transmitted in any form or by any means by any person. Plagiarism is 'an intellectual crime', and there are 'penalties' and 'disciplinary action(s)' for it – 'against the researcher and/or staff found guilty of the offence'. Please read the Government's 'Plagiarism Policy,' given in Appendix-3, of this manual.**

All the aforementioned tools of data collection are equally important. However, it depends upon the nature of the problem, the research problem you are trying to address. That determines the relevance and role of the tool/s you choose, that is, whether you need to use documents, questionnaires, interviews, observation, sampling, or the Net, or indeed

some combination of these tools. However, it is always good to combine some of these tools. This will help you access diverse and thus more objective data for analysis.

- 8) **After you have collected the data (on the Note Cards), Revise your Outline to correspond to this data closely (while retaining the main essence of your Statement of the Problem).** This will be your **final Outline**. Make sure that you have sufficient data for all parts of this final Outline, that is, for all Sections and sub-Sections. If there is insufficient data for any Section/s or sub-Section/s, continue with data collection till you are satisfied that there is uniform and balanced data for all parts of the paper. Otherwise, you need to make suitable modification in your Outline. **(But you should never lose sight of the time lines. The paper always needs to be submitted in time, within the given time lines, as announced by the Institute separately).** A balanced data will not only help you cover the spread of your Outline well but will also help present a convincing argument/s and conclusion.
- 9) **Arrange the Note Cards according to each Section and sub-Section of the final Outline. Mark the Note Cards (upper right hand corner) with Section and sub-Section numbers** (for example, Section 1.1 or 1.2 or 1.3, as the case may be), and keep them in separate 'box es' (marked with the relevant Section numbers). This will help you organize your data systematically. You will use each box separately, while writing that particular Section/sub-Section of your paper. You will not be overwhelmed by the data. You will be in control.
- 10) **Please start writing the paper – starting with the Introduction (with all its components, as explained in the following Section-2 of this manual) and go on to write all your Sections and sub-Sections (minus the Conclusion). This is the first part of the step.** Focus on your argument/s and develop it with the help of the data you have collected already. **The argument/s must come through clearly.** It should not be overwhelmed by the data. More data can always be added during successive drafts. **Please make sure that all the ideas borrowed from others and the data used are properly cited in the footnotes/endnotes. Otherwise, it is a case of plagiarism, simple and pure.** Footnotes/endnotes must follow the method given in the

Turabian Manual, adopted by the College for citation purposes. (See Section-3 of this manual).

In the second part of the step, revise the whole draft and then write Conclusion and Recommendations. The Conclusion is mostly an ‘echo’ of your introduction. Make sure that its key words or concepts complement those in your Introduction, except that your Conclusion needs to be stated more forcefully. After all, unlike the Introduction, you have the benefit of a full discussion of the problem. You can state things confidently now. If possible, call for further research to cover an area of significance in your Statement of the Problem that you could not adequately address for some reason.

Recommendations are required for papers with policy implications (which is the case with research papers at the National Management College). **These recommendations must grow out of the discussion in the main body of the paper. They must be a logical extension of argument/s presented in the study and not be independent of them. They must be brief, concise and implementable.** They must not be a ‘wish list’. Such recommendations are no recommendations. They may even spoil the merit of your otherwise balanced and logical paper. So, the recommendations part needs to be done very carefully and purposefully, with a clear emphasis on implementation, and, if necessary, with implementation methods and mechanisms, required resources, both tangible and intangible, and the time-frame for the purpose, that is, short-term, medium-term or long-term.

In the third part of the step, revise and finalize the Introduction. Introduction is a very important part of the paper. **Introduction is best finalized last** so that it can provide the reader with a clear-cut, precise setting to the research problem, arguments, and findings. **Remember, you wrote the Introduction earlier, at the start of your draft. But the Introduction, as it should eventually appear in the paper, should not be finalized till the Conclusion is written and the study is complete.** The idea is to make sure that your Introduction is in harmony with the Conclusion and the main text of the paper. There will be no gaps, inconsistencies or self-contradictions.

In the fourth and final part of the step, check all your footnotes/endnotes very carefully. Make sure that they follow the proper method for the purpose, that is, the **Turabian Manual** which is discussed in detail in Section-3 of this manual. **Your paper will be incomplete without footnotes/endnotes and thus will not be accepted by your Faculty Advisor. Please keep that in mind. Footnotes/Endnotes are an integral part of all drafts and final paper.**

Important Note: Review of the Literature, Statement of the Problem, and Outline of the paper (IRP) must be approved by your Faculty Advisor. (Appendix-1).
 You must stay in regular contact with your Advisor subsequently also for all the guidance and feedback, especially on your draft papers.
It is your responsibility essentially to take your Advisor into confidence at each step of the research process till the final submission of the IRP within time – given time lines, as announced separately by the College.
 Also please note that you need to return to your Faculty Advisor the previously corrected draft every time you submit the new draft for his/her approval. This will help him/her appreciate better the improvement on the previous draft/s.

- 11) **The First Draft of the paper is ready for submission to the Faculty Advisor. Please ensure that it is submitted in time and through e-Mail. (Be mindful of the Word Count of 5000-6000 (Five thousand to Six thousand) words – see below).**
- 12) **Revise the First Draft of the paper in the light of the Comments/Corrections suggested by your Faculty Advisor. You must follow them carefully. In addition, please make sure that the paper has:**
 - 1) conceptual clarity;
 - 2) coherence and consistency in arguments;
 - 3) objective empirical evidence to support the discussion;
 - 4) logical flow of information and discussion between different Sections and sub-Sections of the paper;

5) and finally, but most importantly, the research problem, as given in the Statement of the Problem, has been sufficiently and satisfactorily dealt with, especially with regard to the hypothesis/hypotheses or questions asked. If this does not happen, the whole exercise has been largely in vain.

- 13) **Add a comprehensive Bibliography at the end of the paper, after the Conclusion and Recommendations.** If there are any appendices or annexes, they must follow the Conclusion and Recommendations. **Nothing comes after the Bibliography. The Word Count of the paper ends with the Bibliography. The Bibliography must follow the Turabian Manual.**
- 14) **The Second Draft of the paper is ready for submission to the Faculty Advisor. Please ensure that it is submitted in time and through e-Mail. (Please stay close to the required Word Count).**
- 15) **Revise the Second Draft of the paper in the light of Comments/Corrections suggested by your Faculty Advisor. You must follow them carefully. In addition, please make sure that you edit the whole paper carefully for an effective, harmonious, and an error-free copy.** It should be easy to read, should have coherent structure, should be systematically organized, and should be free of errors of expression, spellings, punctuation and grammar. Also, please see that the paper doesn't suffer from the following negatives in particular:
 1. inconsistencies;
 2. oversimplification;
 3. overgeneralization;
 4. personal biases; and
 5. Clichés, flowery or flippant style.

Finally, please ensure that your paper is within the prescribed Word Count for the paper (10000 words, 10 % Plus Minus).

- 16) **Prepare an Executive Summary.** The Executive Summary should offer a clear and concise summary of the paper, highlighting its aims and objectives, as reflected in the Statement of the Problem, argument/s and findings. The idea is to give your Faculty Advisor/reader an idea of what your research has been all about, how have you pursued it, what methods have you employed, what have been the major outcomes, and, above all, what contribution have you made to the body of the literature in your particular area of research. In short, the Executive Summary must sum up the whole case for your research. It is advisable that the Executive Summary should use the third person and passive verbs. **The length of the Executive Summary should not be more than one page.**
- 17) **The Final Paper is ready for submission to your Faculty Advisor. Please ensure that it is submitted in time and through e-Mail. In addition, please make sure that you also submit 02 (Two) signed hard copies of the paper (IRP) to your Faculty Advisor simultaneously.**

Very Important Note: ***Individual Research Paper (IRP) which is Not submitted in time (given time lines) will NOT BE MARKED/GRADED and ZERO MARK will be AWARDED. (See Appendix-1 of this manual).***

Section-2

Style and Form of the Paper

Research paper (IRP) is generally divided into five distinct parts: 1) Preliminaries; 2) Introduction; 3) Text; 4) Conclusion and Recommendations; and 5) Notes and Bibliography. **A useful format, with a sequence, is suggested for the purpose here. Please follow this sequence carefully. This is how your paper should be organized.**

1) Preliminaries

- (a) **Title page.** It must include the type of the research paper (IRP), the title of the paper, the number and description of the Course (32nd Senior Management Course, as the case may be), name of the institute, participant's name and service group (not his/her designation, posting or address), **undertaking, signature, date**, and finally, name of the Faculty Advisor (**see Appendix-2 of this manual**).
- (b) **Preface.** It follows the title page. Preface, after a brief personal account of your understanding/exposure to the subject of your paper, must recognize the help of your Faculty Advisor, other helpful faculty members, experts/professionals interviewed or consulted (if any), and the individuals belonging to institutions that helped you with data such as, libraries, archives, etc. In fact, this is a good sequence to follow.
- (c) **Dedication**, if any. (Generally, papers are not dedicated). But if you do decide to dedicate your paper to someone, it should preferably be a few words and not more.
- (d) **Executive Summary.** One page (250-300 words).
- (e) **Glossary of Terms.** Must be restricted to those terms which are not common knowledge or commonly understood. But it should be very brief, not more than two or three lines at the maximum for each term, but generally one good line will suffice. Preferably one page, maximum two pages.

- (f) **Table of Contents.** Entitled only Contents, it must be in capital letters, and must cover Introduction, the various Sections (not Sub-Sections and other headings), Conclusion, Appendices (if any), and Bibliography, with exact page numbers from the paper. Thus, the Contents page is **always prepared last**.

Important Note: ***Roman numerals must be used for all the page numbers in Preliminaries (at the bottom of the page, in center).***

2) **Introduction (Heading, center of the page)**

Introduction must comprise the following components in the sequence given below.

This is very important. No component should be missing from your paper.

Otherwise, it will be an incomplete paper.

- 1) **A few introductory paragraphs (300-400 words), without giving any separate heading, on the topic/subject of your research paper, as indicated earlier in Section 1 of this manual.**
- 2) **Statement of the Problem. (Left side heading).** As mentioned already, the Statement of the Problem must identify and explain the problem (research problem) you wish to address. The Statement of the Problem should be **one para, a few lines** (one more para, only if a hypothesis/hypotheses are also formulated), and it should be **clear, sharp, and focused**. You should keep **improving** it as your study makes progress through successive drafts and you get to know your subject of study better. The quality of a paper is best reflected in its Statement of the Problem.
- 3) **Significance and Scope of the Study. (Left side heading).** You must highlight the significance of the study, particularly the need and justification for it (especially in view of the fact that there may already be some good studies on the subject). It must also clearly define and limit the scope of the study. One or two paras should suffice.

- 4) **Review of the Literature. (Left side heading).** You must offer a **critical review** of the literature on your topic/subject. There will certainly be some writers/experts/authorities in the field. You should take their writings, whether books, articles or reports and **examine them critically to advance your own argument on the subject.** It is not enough to mention them or their works. **You should engage with them.** In the process, your review should be neither complimentary nor dismissive. It must be a balanced, critical appreciation. **It must show how your viewpoint will be different from other writers on the subject, and hence justifies the present study.** In this sense, **your review of literature is not an exercise in writing ‘book reviews’, so to speak. It is an effort to create a space for your own argument/s in the discourse on the subject.** A few critical paras should serve the purpose.

- 5) **Method. (Left side heading).** You must indicate clearly the method you would employ in your paper. You must state whether your method is going to be **chronological, descriptive, analytical** or **qualitative or quantitative**, for instance, or it will be **some combination of these methods.** **You must also suggest the kind of data you will use, how will you collect it, and, what will be its relevance to your study?** You must also indicate whether the data you will employ will be qualitative or quantitative in nature or will it be a mix of both? In other words, you must not only describe but explain and justify the chosen methods, techniques and tools of research. One or two paras should be enough.

- 6) **Organization of the Paper. (Left side heading).** Finally, you must present, **in a descriptive manner, a gist of your paper**, clearly showing what will be the focus of discussion in each and every Section of your paper, beginning with Section 1 (following Introduction). You need to take your reader into confidence about the conceptual and organizational framework of your paper at the outset. One para will be fine.

Very Important Note: 1. Please write the word, **Introduction**, in the center of the page. **Do not number it. Introduction is not numbered.** Numbering starts with the first section of the text – Section 1.

2. All components of the Introduction, from Statement of the Problem through the Organization of the Paper (all five of them) should be left side headings.

3. **Proper, consecutive page numbers of the paper should start with the first page of the Introduction.** Arabic numerals are used (top of the page, center or right corner).

3) **Text:** Your main text is the main body of the paper and embodies various Sections and sub-Sections, as given in the final outline. **Three sections will suffice.** You can have two or three sub-Sections in each Section, if need be. **You should write Section numbers and their titles in the center of the page. Sub-Sections should be left side headings.** The discussion must focus on the interpretation and analysis of data with regard to your Statement of the Problem (and hypothesis/hypotheses or questions posed, if any). In addition, the text, among other things, must

- i) convey the strength of your argument/s, in a logical, consistent manner;
- ii) deal with ‘facts’ (not speculation or conjectures);
- iii) relate these facts to the research problem, as formulated in the Statement of the Problem;
- iv) reflect a coherent structure and development of the discussion, all Sections and sub-Sections being linked and integral to each other; and
- v) demonstrate how your discussion helps towards a better understanding of the subject compared to others (especially those reviewed in the Review of the Literature).

4) **Conclusion. (Center heading).** The Conclusion (**not numbered, like the Introduction**) must clearly show that the Statement of the Problem (and hypothesis/hypotheses or questions posed, if any) have been addressed. If there were any hypotheses, have they been validated? If validated, what is the nature and level of relationship between the variables, that is, ‘independent’ variables and the ‘dependent’ variable/s? Is it ‘causal’ or ‘spurious’, merely associational? **The Conclusion must summarize the main findings of the study.** It must not

introduce a new idea. However, it can suggest possibilities for further work to improve or ‘replicate’ the study.

The Recommendations should be based on a careful assessment of the ideas and data/material used in your study. They should be internal to the discussion in the main text. They should not come from outside the discussion. They should be implementable, with precise, practical implementation mechanisms. They should not be a ‘wish’ list.

Note: **Short quotation** (4-5 lines) should remain in the on-going para (normally, the limit is 40 words). **Long quotation** should be **indented, separately, without a quotation mark**, but with a normal, proper citation like in the case of all other quotations.

No sentence should start with a quotation. Quotations must be prefaced with a few words.

The volume of the quotations given should not exceed the maximum 20% of the total volume (word count) of the paper. Less important quotes should be paraphrased/summarized in your own words, **with proper citations in the footnotes/endnotes.**

Quotation after quotation should be avoided (whether long or short quotations).

- 5) **Notes and Bibliography.** Style and form for Notes and Bibliography are explained in the next Section (Section-3). You will realize that the style adopted for the notes and bibliography at the National Management College is that of Chicago Manual of Style/Turabian (Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations (Chicago Style for Students and Researchers)*, 7th ed., revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, and the University of Chicago Press Editorial Staff (Chicago: University of Chicago Press, 2007). **You must therefore follow the Turabian Manual carefully.** However, you should use notes in one of the two forms, that is, either as Footnotes (at the bottom of the page) or Endnotes (at the end of the paper). You cannot use them interchangeably. Both Endnotes and Bibliography will have a center heading – center of the page. Footnotes, of course, will be at the bottom of the page.

Note: **Notes, whether Footnotes or Endnotes, should be numbered consecutively for the whole paper.**

Very Important Note

While the first reference to a source (book, article, report, etc) in a footnote/endnote should be a full reference, second, third, or subsequent reference/s to the same source (anywhere in the paper, any page) is a shortened citation. This is particularly helpful when you cite more than one work by the same author. For example:

Mohammad Ali, *National Integration* (Karachi: Publishing House, 1999), 11.

The subsequent reference/s should be: Ali, *National Integration*, 19. (whatever the actual page number/numbers).

Similarly, for an article in a journal, the first reference should be a full reference. **Second, third, or subsequent reference/s to the same article should be a shortened citation.**

For example, the first, full reference is: Mohammad Ali, “Problems and Prospects of National Integration in Pakistan”, *Pakistan Journal* 16, no.2 (June 2005): 191.

The subsequent reference/s should be: Ali, “Problems and Prospects of National Integration”, 195. (whatever the actual page number/numbers).

Same procedure should be adopted for all other sources in footnotes/ endnotes.

This is the latest procedure, in place of the Op.cit., which (along with other latin abbreviations – except *ibid*), is now redundant and must be avoided. It is called author-style. Please follow it.

Also please note:

1. If it is the same source as above, in the footnote or endnote, and the page number is also the same, simply use *Ibid*.
2. If the page number is different, then also *Ibid.*, but with that particular page number/s.
3. You should use *Ibid* for the same source as many times as it is necessary. **But if you are relving exclusively on one source, that also amounts to plagiarism.** However, if you are using the same source without acknowledging it, you will be liable to the charge of plagiarism. It will not help to say that you have given the source before. The principle is that any time a source is used, it must be acknowledged in footnotes/endnotes, even if it is the same source and means *Ibid* again and again.
4. **Also please note that it will still be Ibid if you are citing the same source on the next page or next, next page. You should not give a full reference again. First time full reference is enough.**

Special Instructions for the writing of Individual Research Paper(IRP):

Word Count. *Word Count for the Individual Research Paper (IRP) is 10,000 words (excluding tables, graphs, diagrams, maps, etc. but not appendices). The word count of the appendices, if any, will be counted in the word count for the paper). 10% more or less is permissible, with the approval of the Faculty Advisor.*

Each draft, including the Final Paper, must be submitted to Faculty Advisor within time and through e-Mail. Time Lines will be announced by the Institute separately. If they are Not submitted in time (given time lines) they will NOT BE MARKED/GRADED and ZERO MARK will be AWARDED.

The Final Paper, as indicated earlier, will, of course, be accompanied by 01 (one) signed hard copies simultaneously.

Some selected IRPs will be presented before the class, and may be defended before a Review Panelist invited for the purpose.

Spatial Arrangements

Space for various parts of the paper should preferably be allocated as follows:

- 1) **Introduction:** (with all its components, identified in the Style and Form section of the Manual): Approximately 15-20 %.
- 2) **Text (Sections and sub-Sections):** Approximately 60-65 %.
- 3) **Conclusion and Recommendations:** Approximately 10 % - (bulk of it should comprise the Conclusion).
- 4) **Notes and Bibliography:** As required, but preferably not exceeding 10 %.

Composition: Font and Spacing. The standard Font Type is Times New Roman, and Font Size for the text of paper is 12 with 1.5 spacing (Normally, it is double-spaced).

Font size for the main headings (Introduction, Section Headings, Conclusion and Bibliography) is 16. Font size for the Sub-Section or Left Side Headings is 14.

Font size for Footnotes/Endnotes is 10 and should be single-spaced.

Font size for Bibliography is 10 and should also be single-spaced.

Headings: As suggested earlier, Section headings/titles should be at the centre of the page. Sub-Section or sub-sub-Section headings, if any, should be left-side headings.

Para: Paras should not be numbered. The paras follow one another in a logical sequence. They are not numbered.

Very Important Note: Please remember that appendices will be counted towards the final word count of your paper. However, they should be avoided. Normally, a research paper has no appendices or annexes, unless they comprise some very unique, original information that is too detailed to be discussed in the text, but is very important and relevant to the argument/s of the paper. The appendices are mostly part of the book-length studies. (The general exception for a research paper may be the case of a questionnaire or an interview schedule or both that have been constructed and used for research. In that case, they may be included as appendices).

Please note that each appendix should have a note (footnote) indicating the source in full – full reference.

If need be, you can certainly use tables, graphs, diagrams, maps, etc. in the paper, but they must be placed in the relevant portions of the text (with proper, full citation (first time) at the bottom of each table, graph, etc), with citation listed in the Bibliography as well. The tables, graphs, diagrams, maps, etc, should be numbered consecutively, but separately in their own categories, and their sources should be given immediately below their contents. Like any other kind of data, they need to be properly cited.

If technical terms or acronyms are used, these should be given in full first time, and, if necessary, defined/explained when first used.

Double quotation marks should be used, with single quotes inside double quotes, if required for a quote within a quote.

Points should not be used in abbreviations, contractions, or acronyms, such as DR, PHD, AD, USA, etc.

UK or US spellings may be used, but then, whichever type chosen, it should be used consistently throughout the paper. Dates should also be in the same style (with day first or month first for UK or US, respectively. For example, 12 May 2010 or May 12, 2010).

Statistical data should be prepared with utmost care and checked and re-checked for accuracy before submission of a draft/paper.

Section-3

Notes and Bibliography

Notes (Footnotes or Endnotes) and Bibliography are employed to cite/acknowledge sources of data/material used or indeed consulted in the research paper. In this sense, a systematic use of notes helps you avoid plagiarism. You are saved from ‘the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work’. (Wikipedia). But notes and bibliography are necessary not only to give credit where it rightfully belongs, but also to allow others, faculty, researchers, and readers, the opportunity to access those sources for closer examination or for further research and analysis. In this sense, both Notes and Bibliography contribute to the growth of knowledge.

Notes, whether footnotes or endnotes, may also help advance discussion which otherwise might not be possible in the text of the paper. You may elaborate the point further without upsetting the flow of your argument. In addition, you may use a note to indicate further sources on the subject. For instance, a note may indicate a similar position of another writer, but with a different explanation. Or, a note may suggest an opposite viewpoint for the benefit of readers. Or, a note may simply help continue important discussion on a particular point without affecting adversely the flow of information and argument/s in the text. Thus, there are many uses of notes. Sensibly used, notes will enrich your presentation. If nothing else, they will ‘impress’ readers with your knowledge and expertise on the subject.

Bibliography must acknowledge all the sources cited in your paper (in the text (including tables, graphs, etc. and in the footnotes/endnotes). It should even acknowledge the sources that were consulted but were not used for citation. Once these sources are listed in the Bibliography, chances are that they may attract the attention of other writers working on

the same or similar topics/subjects who may find them useful for their purposes. In this sense, a good Bibliography serves not only as an index of the depth and detail of your own research but is also a forerunner of many studies in the future. **Therefore, Bibliography must be taken seriously and should be prepared carefully, in proper style and form.**

There are a number of styles and forms for Notes and Bibliography. The most prominent styles, as far as we are concerned are:

- 1) The American Political Science Association (APSA), *The Style Manual for Political Science*.
- 2) American Sociological Association, *ASA Style Guide*.
- 3) The American Psychological Association (APA), *Publication Manual of the American Psychological Association*.
- 4) The Modern Language Association, *MLA Handbook for Writers of Research Papers*.
- 5) American Management Association, *The AMA Style Guide for Business Writing*.
- 6) Chicago Manual of Style (University of Chicago).
- 7) Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations (Chicago Style for Students and Researchers)*, revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff (Chicago: University of Chicago Press, 2007).

While most of these manuals have a particular disciplinary bias, as is evident from their titles, Chicago and Turabian manuals are two manuals that are used in many disciplines, as diverse as history (study of large groups) and anthropology (study of small groups), let alone political science, international relations, economics, sociology, etc. Indeed, they are used in almost all disciplines of social sciences. In addition, for all practical purposes, they are not different manuals. They are closely related. In fact, Turabian is an extension of the Chicago Manual of Style, named after (late) Kate L. Turabian, editor of official publications and dissertation secretary at the University of Chicago for many years. But given the more wide- spread recognition and respect to this manual (started in 1937) in academic, educational

institutions (like the Chicago Manual, it is published by the University of Chicago Press), and given its multi-disciplinary usage, the National School of Public Policy in general and the National Management College in particular have adopted the Turabian as the manual for research as far as Notes and Bibliography are concerned. Hence, in the following pages, a few examples of citing sources from the Turabian are given. **Complete range of citations is of course available in the Turabian Manual itself, which is placed in the College Library for detailed consultations and guidance.**

Turabian: Notes and Bibliography (N and B)

3.1 Books

1) Book, with a single author:

Note(N)

Mohammad Ali, *National Integration* (Karachi: Publishing House, 1999), 11-12.

Please Note: You don't need to write p. for page number. The number itself is enough.

Bibliography (B)

Ali, Mohammad. *National Integration*. Karachi: Publishing House, 1999.

Very Important note: **Last name first is the rule in bibliography (not in notes, that is, footnotes/endnotes) for all kinds of sources like the book above or all other sources, such as journals, magazines, newspapers, encyclopedias, etc., listed below.**

Book, with two authors:

N. Mohammad Ali and Abdul Hamid, *National Integration in Pakistan* (Karachi: Publishing House, 2001), 21.

B. Ali, Mohammad, and Abdul Hamid. *National Integration in Pakistan*. Karachi: Publishing House, 2001.

Book, with three authors:

N. Mohammad Ali, Abdul Hamid, and Naseem Ahmad, *National Integration in Pakistan and the Role of Political Leadership* (Karachi: Publishing House, 2003), 42.

B. Ali, Mohammad, Abdul Hamid, and Naseem Ahmad. *National Integration in Pakistan and the Role of Political Leadership*. Karachi: Publishing House, 2003.

Book, with more than three authors:

- N. Mohammad Ali *et.al.*, *National Integration in Pakistan and the Role of Political Leadership in Provinces* (Karachi: Publishing House, 2005), 59.
- B. Ali, Mohammad, Abdul Hamid, Naseem Ahmad, and Sultan Mahmood, eds. *National Integration in Pakistan and the Role of Political Leadership in Provinces*. Karachi: Publishing House, 2005.

Book, no author given:

- N. *National Integration* (Karachi: Publishing House, 1999), 23.
- B. *National Integration*. Karachi: Publishing House, 1999.

Editor or Compiler of a book as author:

- N. Mohammad Ali, ed., *National Integration* (Karachi: Publishing House, 1999), 87.
- B. Ali, Mohammad, ed. *National Integration*. Karachi: Publishing House, 1999.

Book, with author's work translated or edited by another:

- N. Mohammad Ali, *National Integration*, trans. (or ed. as the case may be) Javed Akhtar (Karachi: Publishing House, 2000), 63.
- B. Ali, Mohammad. *National Integration*. Translated (or Edited by, as the case may be) by Javed Akhtar. Karachi: Publishing House, 2000.

Book, with named author of Introduction, Preface, or Foreword:

- N. Mohammad Ali, *National Integration*, with a Foreword by A.B. Qureshi (Karachi: Publishing House, 2002), 33.
- B. Ali, Mohammad. *National Integration*. With a Foreword by A.B. Qureshi. Karachi: Publishing House, 2002.

Book, with a single chapter in an Edited Book:

- N. Mohammad Ali, "National Integration in Pakistan", in *Nation-Building in South Asia*, ed. Zia-ur-Rahman (Lahore: Academic Publishers, 2004), 121.
- B. Ali, Mohammad. "National Integration in Pakistan". In *Nation-Building in South Asia*, edited by Zia-ur-Rahman, 115-45. Lahore: Academic Publishers, 2004.

Book, with an edition number:

- N. Mohammad Ali, *National Integration*, 2nd ed. (Karachi: Publishing House, 1999), 79.
- B. Ali, Mohammad. *National Integration*. 2nd ed. Karachi Publishing House, 1999.

3.2 Article in a Journal:

- N. Mohammad Ali, "Problems and Prospects of National Integration in Pakistan", *Pakistan Journal* 16, no.2 (June 2005): 191.
- B. Ali, Mohammad. "Problems and Prospects of National Integration in Pakistan". *Pakistan Journal* 16, no.2 (June 2005): 184-203.

Article in a Journal Online:

- N. Abdul Waheed, "Revival of Drama", *Journal of Sociology* 44, no.3 (May 2007), under "Social Drama",
<http://www.journals.uchicago.edu/js/journal/issues/v44n3/050199/050199.html> (accessed 12 August 2008).
- B. Waheed, Abdul. "Revival of Drama". *Journal of Sociology* 44, no.3 (May 2007). <http://www.journals.uchicago.edu/js/journal/issues/v44n3/050199/050199.html> (accessed 12 August 2008).

3.3 Article in a Magazine:

- N. Mohammad Ali, "Reflections on National Integration in Pakistan", *Pakistan Magazine*, 16 November 2006, 37.
- B. Ali, Mohammad. "Reflections on National Integration in Pakistan". *Pakistan Magazine*, 16 November 2006.

3.4 Article in a newspaper:

- N. Amjad Hussain, "Who gets what?", *Daily Report*, 28 August 2006.
- B. Hussain, Amjad. "Who gets what?". *Daily Report*, 28 August 2006.

Letters to the Editor:

- N. Imran Shah, letter to the editor, *Daily Report*, 29 July, 2008.
- B. Shah, Imran. Letter to the editor. *Daily Report*, 29 July, 2008.

Editorial:

- N. Editorial, *Daily Report*, 30 December, 2009.
- B. Editorial. *Daily Report*. 30 December, 2009.

Please note: In most cases, articles and other pieces from the newspapers are only cited in the footnotes/endnotes.

Omit the initial, The, in the name of the newspapers.

3.5 Article in an Encyclopedia (signed):

- N. Shahid Bashir and Sohail Saif, eds. *Encyclopedia of Life* (Islamabad: Select Publishers, 1998), s.v. "Integration", by Mohammad Ali.
- B. Bashir, Shahid, and Sohail Saif, eds. *Encyclopedia of Life*. Islamabad: Select Publishers, 1998. S.v. "Integration" by Mohammad Ali.

Article in an Encyclopedia (unsigned):

- N. *Encyclopedia of Life*, 6th ed., s.v. "Integration".
- B. *Encyclopedia of Life*, 6th ed. S.v. "Integration".

Please note: Well known reference works like encyclopedias are cited only in notes (and not in bibliography).

3.6 Interview, published:

- N. Saleem Ahmad, "A Conversation with Saleem Ahmad", interview by Jamshed Alam (Faisalabad, 15 July 2006), *Recall*, no. 71-72 (Fall 1971-Winter 1972): 189.
- B. Ahmad, Saleem. "A Conversation with Saleem Ahmad". Interview by Jamshed Alam (Faisalabad, 15 July 2006). *Recall*, no. 71-72 (Fall 1971 – Winter 1972): 180-201.

Interview, unpublished:

- N. Saeed Akbar, Interview by Azhar Mahmood, 21 March 2005, interview 16 A, transcript, Azeem Oral History Collection, National Library of Research, Multan.
- Akbar, Saeed. Interview by Azhar Mahmood, 21 March 2005. Interview 15 A, transcript. Azeem Oral History Collection, National Library of Research, Multan.

Interview, unpublished by the writer of a research paper:

- N. Mayor Abdullah Jan of Quetta, interview by author, Quetta, 17 October, 1996.
Or if tape or transcript available:
Mayor Abdullah Jan of Quetta, interview by author, Quetta, 17 October, 1996, tape recording, Public Library, Quetta.
- B. Jan, Abdullah, Mayor of Quetta. Interview by author, Quetta, 17 October, 1996. Tape recording. Public Library, Quetta.

Please note: Unpublished interviews, including those conducted by the author, should usually be cited only in footnotes/endnotes. In Bibliography, those interviews may be listed that are either critically important to your argument/s or are frequently cited.

3.7 Public Documents (Official Record):

- N. Securities and Exchange Commission, *Annual Report* (Rawalpindi: Official Printers, 1997), 51.
- B. Government of Pakistan. Securities and Exchange Commission. *Annual Report*. Rawalpindi: Official Printers, 1997.
- N. *Population Census Report, 1981* (Karachi: Printing Press, 1982), 43.
- B. Government of Pakistan. Population Census Organization, Statistic Division. *Population Census Report*. Karachi: Printing Press, 1982.
- N. State Department, *Foreign Relations of the United States, 1962-1965*, Vol. X (Washington DC.: Government Printing Office, 1996), 31.
- B. U.S. Government. State Department. *Foreign Relations of the United States, 1960-65*, Vol. X. Washington D.C.: Government Printing Office, 1996.
- N. Food and Drug Administration, *FDA and Medical Products* (Washington D.C.: Government Printing Office, 1996), 212.

- B. U.S. Government. Food and Drug Administration. *FDA and Medical Products*. Washington D.C.: Government Printing Office, 1996.
- N. *Report of the Committee on Financial Institutions to the President of the United States*, by Walter Reed, Chairman (Washington D.C.: Government Printing Office, 1965), 18.
- B. *Report of the Committee on Financial Institutions to the President of the United States*. By Walter Reed, Chairman. Washington D.C.: Government Printing Office, 1965.

Online Public Documents:

- N. U.S. Bureau of the Census, "Income, Poverty, and Health Insurance Coverage in the United States, 2004", under 'Ratio of Income to Poverty level', <http://www.census.gov/prod/2005pubs/p60-229.pdf>(accessed 19 December, 2005).
- B. U.S. Bureau of the Census. "Income, Poverty, and Health Insurance Coverage in the United States, 2004". <http://www.census.gov/prod/2005pubs/p60-229.pdf> (accessed 19 December, 2005).

Please note: A URL is not enough. You should provide as much information as possible. The URL can change. In case, page numbers are not given, a 'descriptive locator' (such as a subheading) should follow the word *under*, before the URL and access date.

3.8 Published Proceedings, author and editor named:

- N. S. M. Habib, "The Scope of Happiness", in *Challenge of The 21st Century: Proceedings of the Forty-third Conference held in Lahore 15-23 May 2005*, ed. Abdul Jabbar (Lahore: Fine Arts Publishers, 2001), 11.
- B. Habib, S.M. "The Scope of Happiness". In *the Challenge of 21st Century: Proceedings of the Forty-third Conference held in Lahore 15-23 May 2005*, edited by Abdul Jabbar, 7-20. Lahore: Fine Arts Publishers 2001.

Authored article within proceedings published by an institution, association:

- N. S.M. Habib, "The Scope of Happiness", in *the Challenge of 21st Century: Proceedings of the Forty-third Conference held in Lahore, 15-23 May 2005*, by the Country Tourism Board (Lahore: Country Tourism Board, 2005), 11.
- B. Habib, S.M. "The Scope of Happiness". In *The Challenge of 21st Century: Proceedings of the Forty-third Conference held in Lahore, 15-23 May, 2005*, by the Country Tourism Board. Lahore: Country Tourism Board, 2005, 9-19.

3.9 Lectures and Papers presented at Meetings:

- N. Mohammad Afzal, “Lawyers and the Lawyers’ Movement” (lecture, High Court Bar Association, Lahore, 12 February, 2005).
- B. Afzal, Mohammad, “Lawyers and the Lawyers’ Movement”. Lecture, High Court Bar Association, Lahore, 12 February, 2005.

3.10 Thesis or dissertation:

- O. Asim Sharif, “Political Leadership in Pakistan” (Ph.D. diss., University of the Punjab, Lahore, 1991), 27.
- B. Sharif, Asim. “Political Leadership in Pakistan”. Ph.D. diss., University of the Punjab, Lahore, 1991.

3.11 Internet (NET):

Website:

- N. Public Schools Board of Trustees, “Public Schools Board Development Plan, 2000-2010”, Public Schools Authority, <http://www.psa.org/schools/development-plan-oo.html> (accessed 13 May, 2008).
- B. Public Schools Board of Trustees. “Public Schools Board Development Plan, 2000-2010”. Public Schools Authority. <http://www.psa.org/schools/development-plan-oo.html> (accessed 13 May, 2008).

Web Page:

National Park Service. *Abraham Lincoln Birthplace National Historic Site*. [updated 9 January 2006; cited 14 February 2006]. Available from <http://www.nps.gov/abli/>

Important Note: As you may have already noticed from the above listing, **all books, journals, magazines, newspapers, etc. need to be italicized.**

Article titles in journals, magazines, newspapers, etc or chapters in books need to be placed in roman type and “quotation marks”. This is an important distinction and must always be kept in mind while writing Notes and Bibliography.

Please note that titles of all unpublished works should also be given in roman type, enclosed in quotation marks and not italicized.

It needs to be stressed however that, apart from this **N and B style**, that is, Notes and Bibliography style, Turabian also offers the **Parenthetical Reference and References – List**

(PR and RL) style of citations. In this style, you give the sources in the text, in parentheses (brackets), and not at bottom of the pages as footnotes or at the end of the paper as endnotes.

We have not discussed it here because of **our preference for the N and B style which is more comprehensive.** You can discuss a lot of things in your footnotes/endnotes. In the parenthetical style, you are restricted to giving the source and that too barely (see the example below). You cannot discuss much. This style is therefore more helpful with quantitative research (such as in econometrics) than with qualitative kind of research. However, anybody interested in the parenthetical style can check the Turabian for details. For the purpose of illustration, one example of a single author of the book, earlier cited in the form of N and B, is highlighted here:

N. Mohammad Ali, *National Integration* (Karachi: Publishing House, 1999), 11.

B. Ali, Mohammad. *National Integration*. Karachi: Publishing House, 1999.

PR (Ali 1999, 11). Used in the text.

RL Ali, Mohammad. 1999. *National Integration*. Karachi: Publishing House.

- Please Note:**
1. **Each and every fact and idea/argument, coming from any source, i.e., book, article, report, interview, etc. needs to be cited, that is, acknowledged in the footnote or endnote (whatever the style you have adopted).** That will also be true of all quotations, short or long, as well. All this needs to be done even if you have to do *ibid.*, *ibid.*, again and again for the same source.
 2. **All latin terms and abbreviations, such as *idem*, “the same”, *op.cit.*, for *opere citato*, “in the work cited”, and *loc.cit.*, for *loco citato*, “in the place cited”, are no more used. The only exception is – *ibid.*, from *ibidem* or “in the same place”, which is still acceptable.**
 3. **While footnotes or endnotes are consecutively numbered (Arabic numerals), bibliography is not numbered. Please don't give serial numbers to your bibliographic sources.**
 4. **Bibliography should be arranged alphabetically, with clear division in Primary and Secondary Sources. The primary sources**

(unpublished first) must come first, secondary sources should follow. You can, if you have a variety of sources, **classify the secondary sources** into Books, Journals, Magazines, and Newspapers, followed by the NET, and Interviews. This will make your bibliography more organized and neat.

5. **Please make sure that there is a dot – . – that is, full stop after you end a footnote/endnote.**
Similarly, there should be a dot – . – that is, full stop after each source listed in your bibliography.

Conclusion

To conclude, research is a difficult, demanding, time-consuming, and, at times, if not properly done or successfully completed, a frustrating job. But it is also a rich and rewarding experience when you realize that the research done to seek and contribute to knowledge, no matter how little, brings out the best in you, as a thinker, writer, organizer, and, above all, as a professional. More importantly, it promotes and sustains ideas, development, and change in the society. Indeed, many methodologists hold research to be a matter of social concern and responsibility. They insist that it needs to be done, and done responsibly. Hopefully, this manual will not only help you do required research at the National Management College, **especially for the IRP**, but will also give you confidence to do any kind of research responsibly in the future as well.

Select Reading

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Appendix-1**PROCEDURE AT THE NATIONAL MANAGEMENT COLLEGE**

1. Allotment of Topics for Individual Research Papers (IRPs) and nomination of Faculty Advisors by the College.
2. Review of the Literature, Statement of the Problem, Hypothesis along with Preliminary Outline of the IRP, must be submitted to Faculty Advisor by the due dates. Approval of Faculty Advisor is required.
3. Regular contact and consultations with Faculty Advisor during the entire process of research on the IRP. **The participant should follow his/her instructions and feedback comments/corrections carefully. In the end, he/she will evaluate and assess the IRP.**
4. Interaction with visiting speakers and other professionals and experts during Inland Study Tour wherever relevant to the topic/subject of the IRP.
5. **Handing over of all drafts and final IRP to Faculty Advisor within time (given time lines, to be announced by the Institute separately). IRP which is NOT submitted in time (given time lines) will NOT BE MARKED/GRADED and ZERO MARK will be Awarded.**
6. **Submission of all drafts and final IRP to Faculty Advisor will be through e-Mail. However, 02 (Two) signed hard copies of the Final IRP must also be submitted simultaneously.**
7. **Non- Attributable: Contents of all lectures, panel discussions, workshops, etc., held at the Institute are strictly non-attributable.** Written permission will be required from the source for reproducing any views in the IRP, a prior copy of which must be provided to Faculty Advisor.
8. Publishing of selected IRPs in the NIM journal/s, and circulation among the ministries/divisions/organizations concerned, is at the discretion of the Institute.



INDIVIDUAL RESEARCH PAPER

“TITLE OF THE PAPER”

32nd SENIOR MANAGEMENT COURSE

NATIONAL INSTITUTE OF MANAGEMENT, KARACHI

By

**NAME
SERVICE GROUP**

A paper submitted to the Faculty of the National Institute of Management, Karachi in partial fulfillment of the requirements of the 32nd Senior Management Course.

The paper is the end product of my own efforts, research and writing and has not, in whole or in part, been submitted elsewhere for assessment and its contents are not plagiarized. The paper reflects my own views and is not necessarily endorsed by the faculty or the College (or the Institute, as the case may be).

Signature.....

Date:

Paper supervised by:
Name of Faculty Advisor

HEC Plagiarism Policy

1. Preamble

In the wake of fundamental improvements being introduced in the system of Higher Education in Pakistan, the credit, respect, recognition of research and scholarly publications, career development and financial gains are now linked with such original works accomplished without replicating the efforts of other researchers. It has therefore become necessary that the menace of plagiarism is highlighted and curbed through exemplary punitive actions. On the other hand, we must also guard against bogus or false complaints in order to prevent victimization which may make researchers and scholars shy away from research simply because of the fear of prosecution. A Plagiarism Policy has therefore become necessary to create awareness, define various forms in which Plagiarism exhibits itself, present a methodology of investigation, cater for punitive action proportional to the extent of the offence and even address the issue of false or spurious complaints.

2. Definition

According to the Concise Oxford Dictionary, Plagiarism is defined as "taking and using the thoughts, writings, and inventions of another person as one's own".

This, or various similar definitions found in recognized publications / documents, are very broad and can be used to create awareness about Plagiarism but are not practical enough to apply in order to ascertain guilt or innocence in specific cases. In order to establish the violation of ethical norms, or academic or intellectual dishonesty resulting from Plagiarism and to take punitive actions in this regard, it is necessary that the variety of forms in which Plagiarism manifests itself are known. These include but are not limited to the following:

- "Verbatim copying, near-verbatim copying, or purposely paraphrasing portions of another author's paper or unpublished report without citing the exact reference.
- Copying elements of another author's paper, such as equations or illustrations that are not common knowledge, or copying or purposely paraphrasing sentences without citing the source.
- Verbatim copying portions of another author's paper or from reports by citing but not clearly differentiating what text has been copied (e.g. not applying quotation marks correctly) and /or not citing the source correctly"^[1].
- "The unacknowledged use of computer programs, mathematical / computer models / algorithms, computer software in all forms, macros, spreadsheets, web pages, databases, mathematical deviations and calculations, designs / models / displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artifacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music / composition of any sort, posters, presentations and tracing."^[2]
- "Self-plagiarism, that is, the verbatim or near-verbatim re-use of significant portions of one's own copyrighted work without citing the original source."^[1]

3. Explanation from Wikipedia, the free encyclopedia

Wikipedia, the free encyclopedia on the web describes and explains Plagiarism as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure. In journalism, plagiarism is considered a breach of journalistic ethics, and reporters caught plagiarizing typically

face disciplinary measures ranging from suspension to termination. While plagiarism in scholarship and journalism has a centuries-old history, the development of the Internet, where articles appear as electronic text, has made the physical act of copying the work of others much easier. Plagiarism is different from copyright infringement. While both terms may apply to a particular act, they emphasize different aspects of the transgression. Copyright infringement is a violation of the rights of the copyright holder, which involves the loss of income and artistic control of the material when it is used without the copyright holder's consent. On the other hand, plagiarism is concerned with the unearned increment to the plagiarizing author's reputation. In the academic world, plagiarism by students is a very serious academic offense which can result in punishments such as a failing grade on the particular assignment (typically at the high school level), or a failing grade for the course (typically at the college or university level). For cases of repeated plagiarism, or for cases where a student has committed a severe type of plagiarism (e.g. copying an entire article and submitting it as his / her own work), a student may be suspended or expelled, and any academic degrees or awards may be revoked. For professors and researchers, who are required to act as role models for their students, plagiarism is a very serious offence, and is punishable by sanctions ranging from suspension to termination, along with the loss of credibility and integrity. Charges of plagiarism against students, faculty members and staff are typically heard by internal disciplinary committees, which students and faculty members have agreed to be bound by."^[3]

Wikipedia also describes Self-plagiarism as "the re-use of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or without citing the original work. Typically, high public-interest texts are not a subject of self-plagiarism; however, the authors should not violate copyright where applicable. "Public-interest texts" include such material as social, professional, and cultural opinions usually published in newspapers and magazines."^[3]

4. Aim: The aim of this policy is to apprise students, teachers, researchers and staff about Plagiarism and how it can be avoided. It is also aimed at discouraging Plagiarism

by regulating and authorizing punitive actions against those found guilty of the act of Plagiarism.

5. Applicability: The policy is applicable to students, teachers, researchers and staff of all institutions and organizations in Pakistan who are involved in writing or publishing their work. In this context a "Student" is a person who, on the date of submission of his / her paper / work is a registered student of any University or Degree Awarding Institution recognized by Higher Education Commission (HEC). "Teachers and Researchers" include faculty members or equivalent of the University / Organization or/of a constituent or affiliated college or researchers of an organization and such other persons as may be declared to be so by regulations. "Staff" is any employee of an organization involved in writing and publishing his / her work.

Any person listing his CV on the website or any current publication or applying for any benefit on the basis of published or presented work that is plagiarized will be liable to be punished as per prescribed rules.

6. Responsibility of the Institutions & Organizations: All institutions and organizations are responsible to apprise their students, teachers, researchers and staff of the definition, implications and resulting punishments in case, after due investigation, they are found guilty of plagiarism. The institutions / organizations must acquaint their students, teachers, researchers and staff with this policy and ensure that they are fully aware that all authors are deemed to be individually and collectively responsible for the contents of papers published by Journals / Publishers etc. Hence, it is the responsibility of each author, including the coauthors, to ensure that papers submitted for publication should attain the highest ethical standards with respect to plagiarism. To facilitate the institutions / organizations in creating awareness about Plagiarism, a modified version of "Little Book of Plagiarism", a publication of Leeds Metropolitan University is appended as "Annexure" to this policy. Any University or Degree Awarding Institution which does not adopt and implement this policy will have its degree derecognized by HEC.

7. **Reporting:** To inform HEC or respective Universities / Organizations of alleged plagiarism, a complaint is to be made by email, post, fax or other means to HEC Quality Assurance Division or respective Universities / Organizations. In case of lodging a complaint in the form of a letter, copy may be sent to HEC. The following information is to be provided:

- a) "Citation of the original paper or document or idea which was plagiarized, (paper title, author(s), publication title, month and year of publication if available and the journal, in which published, with details). If the original paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure authenticity of the claim.
- b) The citation of the alleged plagiarizing paper (paper title, author(s), publication title, month and year of publication if available and the journal with details in which published). If the paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure proper investigation.
- c) Copies of both papers if possible.
- d) Any other information that would help HEC or respective Universities / Organizations to efficiently resolve the claim."¹¹¹
- e) Name, designation, organization, address, e-mail address and telephone number of the complainant.

Investigation:

8. Upon receipt of an allegation of Plagiarism, the HEC Quality Assurance Division will request the respective Vice Chancellor / Rector / Head of the Organization to carry out investigation. The complaints received through HEC or directly by a University / Organization will be dealt with by the Universities / Organizations according to the procedures given below. The Vice Chancellor / Rector / Head of the Organization will

have the discretion of not taking any action on anonymous complaints. For investigation of Plagiarism cases, the Vice Chancellor / Rector / Head of Organization will have an obligation to:

- a) Constitute a "Plagiarism Standing Committee" consisting of 3 senior faculty members, a subject specialist in that particular field is to be co-opted, a senior student (only if a student is being investigated upon) and a nominee of the HEC. The seniority of the members of "Plagiarism Standing Committee" should be of a level keeping in view the seniority of the individual being investigated upon and the nature and gravity of the offence.
- b) Provide a guideline, prepared by HEC for the functioning of the "Plagiarism Standing Committee", to all members of the Committee.
- c) Provide clear terms of reference to the "Plagiarism Standing Committee" for their investigation.
- d) The members of the "Plagiarism Standing Committee" are to sign a confidentiality statement that during the investigation they will, under no circumstances, disclose any individual author's name, paper titles, referees, or any other personal or specific information concerning the plagiarism complaint under investigation, nor shall they reveal the names of the committee members.
- e) Provide opportunity to the author / authors under investigation to justify the originality of their concepts and research work. Similar opportunity will also be provided to the author whose paper is deemed to have been Plagiarized and / or the complainant, to justify the complaint.
- f) Provide every opportunity to the "Plagiarism Standing Committee" to use all foreseeable means to investigate the plagiarism claim.

9. The Plagiarism Standing Committee shall then conduct the investigation. Depending on the details of the claim, the investigation may include, but may not be limited to, any or all of the following steps:

- a) Manual and / or automated tests for content similarity ^m.
- b) Determination of the extent and quantum of significant material plagiarized.
- c) Soliciting comments to the claim, from the Editor-in-Chief (of a journal) or Program Chair (of conference proceedings) and referees of either or both papers.
- d) Consultation with legal counsel.¹¹
- e) Consult / contact witnesses and record statements there-of if so required.
- f) Consult / contact present and / or past employers of the authors.

10. The "Plagiarism Standing Committee" will submit its report with clear cut findings and recommendations to the Vice Chancellor / Rector / Head of the Organization within a specified period not exceeding sixty days. The Vice Chancellor / Rector / Head of the Organization will have the discretion to implement the recommendations after approval through the statutory process and take punitive action against the offender as per penalties prescribed under this policy or to forward the report to HEC or his / her parent organization for further action if outside their purview / jurisdiction.

Penalties for Plagiarism

11. Plagiarism is an intellectual crime. As such the penalties for plagiarism should not only take into account the severity and recurrence of the offence, but also the intellectual standing of the offender. This entails a gradual increase in punitive action with minimum punishment for a first time offence by a student who copies a homework assignment to a maximum punishment for a teacher/researcher/staff who attempts to present / publish, or actually presents / publishes plagiarized material; as

his own, in a conference / journal. Therefore, the punishments for Plagiarism have been divided into two separate categories, i.e those for "Teachers, Researchers and Staff" and those for the "Students". The groups have already been defined in para 5 above.

(a) Penalties for Teachers, Researchers and Staff: When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Competent Authority of the Organization, to take any one or a combination of the following disciplinary action(s) against the teacher, researcher and / or staff found guilty of the offence:

(i) Major Penalty:

In cases where most of the paper (or key results) have been exactly copied from any published work of other people without giving the reference to the original work, then (a) a major penalty of dismissal from service *needs to* be prescribed, along with (b) the offender may be "Black Listed" and may NOT be eligible for employment in any academic / research organization, and (c) the notification of "Black Listing" of the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice-Chancellor / Rector / Head of the organization.

(ii) Moderate Penalty:

In case where some paragraphs including some key results have been copied without citation, then a moderate penalty involving any one or both of the following needs to be imposed (a) demotion to the next lower grade, (b) the notification of "Black Listing" of the author(s) which may be published in the print media or may be publicized on different websites at the discretion of the Vice-Chancellor / Rector / Head of the organization.

(iii) Minor Penalty:

In case a few paragraphs have been copied from an external source without giving reference of that work, then minor penalties need to be prescribed for a specified period involving any one or more of the following: (a) warning, (b) freezing of all research grants, (c) the promotions/annual increments of the offender may be stopped, for a specified period and (d) HEC or the University / Organization may debar the offender from sponsorship of research funding, travel grant, supervision of Ph.D. students, scholarship, fellowship or any other funded program for a period as deemed appropriate by the "Plagiarism Standing Committee".

(b) Students: When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Vice Chancellor / Head of the Organization, to take any one or a combination of the following disciplinary action(s) against the student(s) found guilty of the offence:

- (i) In the case of thesis the responsibility of plagiarism will be of the student and not of the supervisor or members of the Supervisory Committee.
- (ii) The offender may be expelled/ rusticated from the University and from joining any institution of Higher Education in Pakistan for a period as deemed appropriate by the "Plagiarism Standing Committee". A notice may be circulated among all academic institutions and research organization to this effect.
- (iii) The offender may be relegated to a lower class.
- (iv) The offender may be given a failure grade in the subject.
- (v) The offender may be fined an amount as deemed appropriate.
- (vi) The offender may be given a written warning if the offence is minor and is committed for the first time.

- (vii) The degree of a student may be withdrawn if AT ANY TIME it is proven that he or she has presented Plagiarized work in his / her MS, MPhil or PhD dissertation if the extent of plagiarism comes under the category of major penalty as conveyed in Para 11 (a-1).
- (viii) The notification of the plagiarism by the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice Chancellor / Rector / Head of the Organization.
- (ix) HEC or the University / Organization may debar the offender from sponsorship of research funding, travel grant, scholarship, fellowship or any other funded program for a period as deemed appropriate by the "Plagiarism Standing Committee".
- (x) Any other penalty deemed fit by the "Plagiarism Standing Committee".

(c) Co-Authors/Declarations

1. Provided that a co-author has listed a paper in his/her resume and applied for a benefit forthwith, any co-author is deemed to be equally responsible for any plagiarism committed in a published paper presented to or published in a journal or presented at a conference.
2. All Journals in Pakistan must require ALL authors to sign a declaration that the material presented in the creative work is not plagiarized (Sample Attached)

12. Additional Actions Required: In addition to the above punishments, the following additional common actions must be taken if the offence of Plagiarism is established:

- a) If the plagiarized paper is accessible on the web page its access will be removed. The paper itself will be kept in the database for future research or legal purposes.

- b) The author(s) will be asked to write a formal letter of apology to the authors of the Original paper that was plagiarized, including an admission of plagiarism. Should the author(s) refuse to comply then additional punishments as deemed fit may be recommended by the "Plagiarism Standing Committee.
- c) If the paper is submitted but not published yet, the paper will be rejected by the Editor-in-Chief or the Program Chair without further revisions and without any further plagiarism investigation conducted.^[1]

However, Warning may be issued to the author/ co-author.

13. Appeal: As the penalties are severe, the affected person(s) will have the right to appeal to the Chairman HEC / Vice Chancellor / Rector / Head of the Organization for a review of the findings or may submit a mercy petition within 30 days from the date of notification. Such appeals / petitions will be disposed off within 60 days of receipt, by following the laid down procedures regarding such appeals.

14. Penalty for Wrong Reporting / False Allegation: If the case of Plagiarism is not proved and it is confirmed that a false allegation was lodged, the Vice Chancellor / Rector / Head of the Organization will inform the complainant's Organization and will recommend disciplinary action against the complainant, to be taken by his / her parent organization.

References

- [1] "ACM (Association of Computing Machinery) Policy on Plagiarism" (<http://www.acm.org/pubs/plagiarism%20policy.html>)
- [2] "Academic Integrity Statement: Appendix 1 " (University of Southampton Calendar 2006/7)
(<http://www.calendar.soton.ac.uk/sectionIV/part8a.html>)
- [3] "Plagiarism From Wikipedia, the free encyclopedia" (<http://en.wikipedia.org/wiki/plagiarism>).

(Sample)



HIGHER EDUCATION COMMISSION OF PAKISTAN
(Monograph & Textbook Writing Scheme)

Monograph / Textbook Proposal Submission Undertaking*

Corresponding Author(s) name: _____

Corresponding Author(s) Address: _____

Title of Work: _____

The Higher Education Commission (Publisher) and the Monograph/Textbook Proposal Author (Authors if a multi-authored Work) agree as the following:

1. The Monograph/Book will contain the original Work of author(s).
2. It will not violate copyright or intellectual property right of any person or entity.
3. It will not contain previously published material in whole or in part for which permission from the concerned parties has not been secured.
4. The author(s) recognize that if any material submitted for consideration to the HEC is found to be plagiarized, then the HEC may bar the author(s) from participating in all HEC Programs and public notice to the fact maybe issued in print as well as electronic media. The HEC reserves the right to recover all amounts spent on evaluation/publication etc., and also may take any other action deemed necessary to serve as deterrence against plagiarism.
5. The author(s) shall indemnify and hold the Publisher harmless against loss or expenses arising from breach of any such warranties.
6. In consideration of the HEC's agreement to publish the Work, the author(s) hereby grants HEC a nonexclusive, royalty-free license to print, publish, reproduce or distribute the Work throughout the world by all means of expression, including electronic format. The author(s) further grants HEC the right to use the author's name in association with the Work in published form and in promotional materials.
7. The copyrights are duly reserved by Higher Education Commission of Pakistan.

All authors are requested to sign this form. If not signed by all authors, the corresponding author acknowledges that s/he is signing on behalf of all the authors and with their authorization. Faxed signatures and multiple forms are acceptable provided the corresponding author collates all the material and submits in one batch.

Author Signature: _____ Name: _____ Date: , _____

Author Signature: _____ Name: _____ Date: _____

Author Signature: _____ Name: _____ Date: _____

Publisher Signature: _____ Name: _____ .Date: _____

* Similar Schemes could be developed for authors or thesis etc.

Appendix-IV: Plagiarism Policy

This booklet is based upon "The Little Book of Plagiarism" produced by Leeds Metropolitan University, and is reproduced, with amendments, with their kind permission.

The little book of plagiarism**What is and how to avoid it**

This short booklet is designed to help students to understand more fully what plagiarism is and equally important

How to avoid it

What is Plagiarism?

Everyone knows that plagiarism is something to be avoided, but not everyone is sure precisely what it is. This short booklet is designed to help students to understand more fully what plagiarism is, and equally important, how to avoid it.

Plagiarism is a specific *form* of cheating which is almost wholly found in respect of course assignments completed by students independently. !

The University of Greenwich has a definition of plagiarism:

Plagiarism includes, but is not limited to:

1. using published work without referencing (the most common)
2. copying coursework essays
3. collaborating with any other person when the work supposed to be individual
4. taking another person's computer file/program
5. submitting another person's work as one's own
6. the use of unacknowledged material published on the web
7. purchase of model assignments from whatever source
8. copying another student's results
9. falsifying results

Chambers Dictionary defines a plagiarist as a kind of thief - "one who steals the thoughts or writings of others and gives them out as his [sic] own". When this is also used for gain - in the University to gain credits for a module or modules – then an additional dimension of dishonesty is added.

As the examples above show, plagiarist can take many forms. There are grey areas e.g. when is discussion with fellow students good practice and when does it become collusion? There are also degrees of plagiarism, from, for example, copying the whole of the assignment, to copying only part of it; or paraphrasing much of a source rather than copying the actual words used.

The key element of a submitted assignment is that (unless it is assessed as a group project) it should be your own work entirely. How can you tell? Try testing yourself against this declaration:

I certify that this is my own work. The work has not, in whole or in part, been presented elsewhere for assessment. Where material has been used from other sources it has been properly acknowledged. If the statement is untrue I acknowledge that I will have committed an assessment offence.

The rest of this short booklet gives you more information on plagiarism and how to avoid it.

Why Shouldn't I plagiarise?

There are many reasons why students plagiarise, for example:

- ✓ not being fully aware of what plagiarism is
- ✓ short-term panic response when an assignment is due and time is short
- ✓ feeling a desperate need not to be seen as a failure and so copying to try to ensure "success"
- ✓ different academic traditions

Sometimes, of course, plagiarism is a determined and deliberate 'attempt to gain the credits for the course without doing the work.

Whatever the reason, though, plagiarism is nevertheless cheating. It is not only cheating the University but, probably more importantly for your fellow students, it is cheating them. But there are more reasons than the negative ones (cheating others, unfairness, and possibly disciplinary action) for not plagiarising. Essentially, plagiarism is also cheating yourself and letting yourself down.

The Students Union at the University of Greenwich is whole-heartedly against the practice of plagiarism. It is well aware of the injustice of some students sitting up all night, possibly after working during the day, to complete an assignment; while others decide simply to try to download the answers from the internet. One makes a massive effort; the other makes no effort at all.

Positive Reasons for Not Plagiarising

Pride, in Your Work

Students should be able to take pride in their work and in the achievements they have attained. There is considerable satisfaction in knowing that the work you have submitted is your own, and the marks obtained reflect your own effort. There can be little real satisfaction in knowing that your mark (however good) was because you were a good cheat, rather than a good student.

Real Level of Attainment

It is possible that someone might plagiarise widely and not be discovered throughout their University career. But they will not really have learned anything. The discovery that their apparent attainment does not match their real abilities will then become apparent when they find a job. In the end this could lead to dismissal and the termination of a career, j

UK Academic Traditions

It is important to recognize that plagiarist as described here is what is understood in UK Academic Institutions. Rules which may apply any Where else are simply not relevant here. So, it is not valid to offer *as* a reason for plagiarism traditions; which may operate elsewhere. Check the details of the next section to ensure that you are fully aware of what constitutes plagiarism in the UK so that you don't end up unwittingly being found to have plagiarised and therefore unable to be awarded any credits for your module or modules. If in doubt - ask your tutor before you submit the assignment!

Plagiarism in Practice - what is it?

Plagiarism takes many forms. Some of the more common are identified here.

Copying from a single source

This is where the student uses one of the following as the basis for the whole or a substantial part of the assignment

- a published book
- a published article
- the internet
- an essay from an essay bank

- a piece of work previously submitted by another student for the same or a similar assignment
- copying from a text which is about to be submitted for the same assignment (see also Collusion below)

Note that this list is comprised of both published and unpublished sources. The first three are published, the second three are not. Plagiarism therefore is not copying from published sources only. It can also arise from the copying of unpublished sources like essays.

Where substantial copying takes place the words, arrangement of material and ideas are those of the source, not the student, and the work rarely answers the questions set. Where plagiarism is of this nature and extent it is very difficult to see how it could have been accidental, (especially if the text were derived from an essay bank or previous submission) and therefore it is viewed very seriously indeed. This kind of plagiarism is also increasing!" detectable with modern software.

Unacceptable Excuses

- A. "The book / article was cited in the bibliography". No – a bibliography is a list of sources consulted not copied from
- B. "The book was written by the lecturer and he / she would expect to find their work repeated in the assignment." No – lecturers would expect several sources to be read and used and would not be flattered to find their own work simply copied .

Copying from several sources

This is similar to the above, except that more than one source is used. A student obtains (say) 4 sources of information, and copies a sentence or group of sentences from A, then one from B. one from C and one from D and so on.

This is an example of plagiarism where a student might genuinely have thought that they were not doing anything wrong. The sources used might well have been cited in the bibliography, the essay might answer the question set. The organization of the material may well be the student's own. *However, this is still plagiarism.*

Why? The reason is that although the structure and composition is the student's own work, the words or not Rules of academic presentation require that whenever a direct quote from a source is used, this should be cited.

In this type of plagiarism no quotations are given in the text and thus the work is being dishonest about who actually wrote what. Further, the student's only contribution is cutting and pasting, which is not what the assignment was designed to assess, and there is no demonstration *by the student concerned* of the required skills of analysis, interpretation, judgment or opinion.

Unacceptable Excuses

- A. "The sources in question put it better than I could." No - you are expected to use the sources constructively and demonstrate that you have understood them and been able to use them effectively in the assignment.
- B. "I did use several sources and cited them." No - you did not *use* several sources, you copied from them, and did not use inverted commas to show that it was their words and not yours.

Paraphrasing

This is putting someone else's views into your own words, and this is one of the grey areas in plagiarism. To a certain extent any essay or assignment which relies on reading a series of texts as the basis of assignments will contain a significant amount of paraphrasing. There are two key things to remember in this case to ensure that it cannot be thought to be plagiarism:

- Do not use only one source
- Acknowledge all sources used
- Take care when taking notes.

Unacceptable Excuses

- A. "I used my own words". You may have - but if all you have done is summarized someone else's ideas then you have still copied because you have made it appear as if the ideas, arrangement of material etc. were your own.
- B. "I cited all the sources in the bibliography". Again, you may have, but the issue is how you have used the works cited, and simply to summarize the work of others whether or not the works are in the bibliography is still trying to pass someone else's work off as your own.

Collusion

This can occur when students work together, and it is very important to distinguish when this is required, and when it has to end.

Some assignments require students to work together as part of a group project where the group as a whole gets the mark then it is joint work throughout and the group co-operation is part of what is being assessed.

Some group projects. Though, require students of work together at the planning stages, but then to submit individual assignments. Here the co-operation has to end at the point where you begin to compile your own individual submission, which must be your own work from this stage onwards.

A grey area is when students discuss their work together. A line needs to be drawn between legitimate discussions of the current assignment with student colleagues, especially where you share a house, and collusion. Where students share a house they often also share the same resources - for example a common pool of books borrowed from the library.

The important thing to remember is that except on group projects where the group as a whole gets the mark) whilst general discussion of the issues involved, or approaches to be taken, is acceptable, the final submission must be your own individual effort. Discussion *before* the assignment is undertaken is one thing, discussion, correction and improvement during it is quite another and might lead to the suspicion of copying.

Also, remember that if you allow a fellow student to copy your work you will be considered as guilty of collusion as the actual copyist, and will be subject to the same penalties under the University Regulations.

Unacceptable Excuses

- A. "The essays are very similar but I don't know how this could have happened". In this case you could expect to be very closely questioned on the sources used and why you used the material in the specific form shown in the assignment. If you are the person who actually wrote the piece you will be able to answer, but the copyist will not. !
- B. "We must have just thought along the same lines." Again you could expect to be closely questioned on the language used - thoughts may arguably go along similar

lines, out it is stretching probability to assume that the words *used and the sequence of material* will do the same.

Reuse of programming code

In industry reuse of code is to be encouraged and both Web sites and books will provide numerous examples of code BUT you should realize that part of the purpose of doing a programming coursework is for you to develop your own skills. If most of your code comes from other sources then you will not be awarded a very high mark and also you have learnt very little.

If however you choose to make use of other people's code then in order to avoid an accusation of plagiarism, you must annotate your listing identifying the lines of code which are not your own. You must clearly state their source e.g. name of author, page in the book that you have taken the code from. Web page address. Failing to reference work taken from other sources is a plagiarism offence and will be dealt with as such.

Note that you will be awarded more mark is for the code you write yourself, than the code you use from others. Obviously if you copy the entire program from someone else (and reference the work) you will be awarded zero as you have not made a contribution to your coursework solution.

Use of Multimedia

It is your responsibility to credit all such material appropriately. You should be aware that copyright material must not be published (for example on a website) unless you have permission from the owner of the copyright. !

Plagiarism - how do I avoid 'it'?

The following good practice guidelines will help you to avoid plagiarism.

Use of Quotations

Remember that if you use the exact words in your source these should appear in quotation marks and be referenced by the book or article and the page on which the quote appears. *Never* use direct quotation from any source unless quotation marks are used and full references are given.

Try to use quotations sparingly. Use them only when the author has expressed something so well and so succinctly that you feel that the words cannot be bettered. If you do this you will probably reduce the number of your quotations and be aware of when you are quoting.

Making Notes

During note taking it is possible subconsciously to use the language of your source. Try to be aware of this when you are making notes. To avoid it, try not to make notes as you read, but read first, consider what the author has said, and *then* make notes. If you do this you will copy less of the text.

Paraphrasing

Remember here to attribute the broad ideas or content to the author in question. You will probably carry over some of their language, but as long as you are making it clear which sources you are using, and not attempting to pass it off as your own work [hen this should not arouse suspicion of plagiarism.

The more sources you look at, the less likely it is that you will seem to be repeating without acknowledgement the content of one of them. And if you take care when you are taking notes (see above) you will also reduce the chance of unacknowledged paraphrasing.

Cite all sources used

You should cite *all* the sources you have used. Always cite any web sources used. If they have contributed to the completion of your assignment they are required to be listed just as much as printed books or articles.

If you only cite some, and the lecturer recognizes an extract from another source which has not been included in the bibliography, then you can expect that he or she will look very closely at the assignment in question.

Absence of source citation can very easily be seen as an attempt to prevent the lecturer possibly comparing your assignment text with that of the actual text used to check for the degree of similarity. If there is considerable similarity (either direct copying or paraphrasing) and you have not cited the work in question, then you might have some difficulty in convincing your lecturer that this was not done to try to conceal the plagiarism which has been identified.

Also, it is not good practice to pad out a bibliography with lots of titles which you have not read. Try to keep to those which you have actually consulted. A short list of well-used sources is much better than a long list of sources which you have never looked at.

How do I know when to include a reference in my work?

When you are writing an essay or completing a similar kind of assignment it is not always necessary to include a reference to everything you say. If that were so, your work would be more references than substance. When you give a reference is partly a matter of judgment, and conventions will vary from one discipline to another.

This example from an English history assignment gives a good indication of when you would and would not give a source reference. The sentence "The Battle of Hastings was fought in the south of England in 1066" would not need references to where you obtained the information, because It is very well known and is not contentious.

However, if you then wish to discuss the various opinions of historians on the conduct and outcome of that battle, then you should reference the source e.g. 'Spring considers that the Norman tactics were misguided but ultimately successful (Spring, 1998) while Summer has long argued that it was only the exhaustion of the Anglo-Saxon forces which permitted the Norman victory (Summer, 1992).' You might then continue; 'A more modern view has recently been expressed by Winter (2002) which regards both these views as too simplistic *and I want to consider her ideas in more detail here*'. Note here, the way that you have moved from simply stating what scholars might think about this battle, to how *you are* going to consider and deal with their views. In this part of the essay it will then be clear to what extent you have relied on the information and views in this particular source, and which views are your own.

Your Lecturer's Views

It is a common assumption that your lecturer wants you to repeat his or her views in your assignment, especially if these have been published in a book or article. Try to remember that this is not the case. All lecturers want you to use the sources suggested in the reading list (including their own if relevant), but they want you to use them *constructively* to answer the question, or complete the assignment. They do not want you simply to repeat the views contained in their own works.

The Textbook

If a lecturer recommends a textbook, then obviously he or she wants you to read it. But, as above, they do not want you to copy it out when completing an assignment. Once again, the idea is to use the information constructively. You want to show that you have understood the issues and concepts involved, but in order to show that *you have* understood them, there has to be clear input from you. This cannot be there if you simply copy out the text of the textbook, however good this is.

If it helps you to avoid doing this remember that your lecturer will have read the textbook and will therefore be very likely to spot direct copying.

Collusion

To avoid suspicion of collusion you are advised to do the following:

- Have any discussions and sharing of ideas before you start completing the assignment
- Do not ask to look at anyone else's assignment and do not show yours to anyone else if they ask to see it
- remember that if sequence, style and content are very similar between two pieces of work it will lead the lecturer to wonder whether there has been collusion
- remember that there are now electronic devices available to test for linguistic similarity between two pieces of work.

Copying from the Web or purchasing essays

There is only one simple piece of advice here - do not do this. You may know some fellow student who has done so and "got away with it". However, remember, that such a student may not have similar "success" next time, and that even if he or she has been successful in passing off work which is not their own, it does not mean that you will be. Students who have been found to have downloaded or purchased work will not only automatically fail that module or modules, but will also seriously risk their career in the University being terminated by being required to withdraw from their course.

Conclusions

Plagiarism - identification

In this booklet we have tried to identify how students may plagiarize without being fully aware that they are doing so. In doing so we have also given you some indications of how lecturers might recognize that the work is not your own.

Electronic Detection

There are now various and increasingly sophisticated electronic aids to assist lecturers who may be in doubt about the originality of work submitted. These include programmes which look at linguistic similarities and others which can identify when essays have been bought from websites.

Essentially however clever web-packages or essay purchase schemes may be there will be software which is able to detect it - and in such a case it is hard to imagine any acceptable explanation.

Penalties

Regrettably, however, plagiarism and cheating does occur. The University does have penalties for students who plagiarize and it will use them. The relevant regulations and procedures will be used to investigate the suspicion of plagiarism and if plagiarism is held to have taken place, various penalties can be imposed, up to requiring a student to withdraw from the University.

Normal CMS Penalties for Plagiarism

Type of offence	Penalty
First minor offence e.g. unreferenced material joint submission	Coursework mark is set to zero
Authors who let others have copies of their work	Coursework mark is set to zero
Second offences will be referred to a panel	Referred to Assessment Offences Panel Student may be asked to leave the university.
If more than one offence occurs at the same time	All courses (not components) are set to zero
First major offence e.g. plagiarism bulk of project	Referred to Assessment Offences Panel Student may be asked to leave the university

We hope that this short booklet has assisted you both to identify what you should not do and helped you towards good practice which would avert the risk of plagiarism.

The Best Approach

The best approach is to ensure that you have not plagiarized in the first place. The advice contained in this booklet will help you to do this.

If you feel in doubt, look again at the declaration at the start of the booklet. If you think you have not quite met the requirements of this kind of declaration - look at your work again before you submit it, and make sure that it is wholly your own work. If you still feel in doubt - ask your tutor before you submit the assignment.

If you follow this advice should be able to avoid any risk of the work being thought of as plagiarized and you will be able to take pride in achievements which have been produced by your effort alone.

Glossary

Citing Formally recognizing in your text the source or sources from which you obtained the information. An example has already been given in this booklet on p. 7: 'Spring considers that the Norman tactics were misguided but ultimately successful (Spring, 1998) while Summer has long argued that it was only the exhaustion of the Anglo-Saxon forces which permitted the Norman victory (Summer, 1992).'

Citation This is the act of quoting! It means the passage or words which you have directly taken from a source and reproduced in your text. The source of the quote should *always* be given with it.

Bibliography This is literally a list of books, but it now means a list of *all* the sources which you have used in completing the assignment, including electronic sources. *Quote, Unquote* gives examples of how you would list all major sources.

Reference This is the detailed description of the item from which you have obtained a specific piece of information. So, in the fictitious example above, you would place in your bibliography the details of the work as Spring, A.B. (1998) *The Norman Conquest: new approaches*. Clarendon Press, Oxford!



7th Edition

Creating an APA Style Reference List Guide

The reference list contains all the works you cited in the text of your paper.

- In general, there should be a one-to-one correspondence between the works cited in the text and the works listed in the reference list.
- An exception is [personal communications](#), which are cited in the text of your paper but are not included in the reference list (see Section 8.9 in the seventh edition Publication Manual).
- If you read a work while doing your literature search but did not end up citing it in the text of your paper, do not include it in the reference list.

Use the section label “References” (not “Works Cited” or “Bibliography”).

- Start the reference list on a new page after the text of your paper.
- Center the label at the top of the page and write it in bold.
- It is acceptable to use “Reference” as the label when you cited only one source in your paper.

Format references in seventh edition APA Style.

- Double-space the reference list, both within and between references. Do not add extra lines between references.
- Order references alphabetically, usually by the first letter of the first author's last name.
- Include the authors' first and middle initials (if they have them). Do not write out first or middle names.
- Write author names in inverted format so that the last name comes first, followed by a comma and the initials. Place a period and a space after each initial.
- Apply a hanging indent for all references using the paragraph-formatting function of your word-processing program: The first line is flush left, and all subsequent lines are indented 0.5 in.
- To determine the format to use for a reference list entry, first determine the reference group (e.g., textual works, online media) and reference category (e.g., periodical, social media), and then choose the appropriate reference type within the category (e.g., journal article, Facebook post) and follow that example in Chapter 10 of the *Publication Manual* or the *Concise Guide to APA Style*.
 - Reference formats are based on the **document type** (e.g., journal article, report), not the retrieval method (e.g., online, in print).
 - Even if you retrieved a work online, determine what type of document it is. Only cite a work as a webpage or website if no other category fits.

Include a DOI or URL at the end of the reference for any work that has one.

- Most references do not require [retrieval dates](#). Include a retrieval date only when (a) a work is inherently designed to change over time (e.g., a Facebook profile page) and (b) you are citing an unarchived version of the work, as described in Section 9.16 of the Publication Manual.
- Do not include both a DOI and a URL in a reference entry. If a work has both a DOI and a URL, include only the DOI.
- Copy and paste the DOI or URL directly from your web browser.
- Do not add a period after the DOI or URL.
- DOIs and URLs can be either blue and underlined (usually the default setting for hyperlinks) or plain text that is not underlined.

Avoid the following common mistakes when writing reference list entries.

Author Element

- Use the word “and” between two authors’ names in narrative in-text citations. Use an ampersand (&) between two authors’ names in parenthetical in-text citations and before the final author’s name in reference list entries.
 - **Narrative in-text citation:** Sanders and Jang (2020) found . . .
 - **Parenthetical in-text citation:** A positive association was found . . . (Sanders & Jang, 2020).
 - **Reference list entry:** Sanders, F. A., & Jang, T. D. (2020).
- For a work with 21 or more authors, include the first 19 authors’ names, insert an ellipsis (. . .), but no ampersand, and then write the final author’s name.
- For a work with a group author (or multiple group authors), include a period at the end of the author element in the reference.
 - **Reference list entry:** American Psychological Association. (2020).

Date Element

- Most references include only the year as the date.
- Use more specific dates, such as the month, day, and year (e.g., 2020, June 10), for works published on a more frequent basis (e.g., newspaper or magazine articles, social media posts). When in doubt, check the templates in Chapter 10.
- For webpages and websites, use the date of last publication or last update. Do not use the copyright date from a webpage footer or the date of last review. If the date is unknown or cannot be determined, write “n.d.” as the date.

Title Element

- Titles of **works that stand alone** (e.g., books, reports, webpages) are written in italic sentence case.
- Titles of **works that are part of a greater whole** (e.g., journal articles, book chapters, dictionary entries) are written in sentence case without italics.
- For **book and report references**, place any identifying information (e.g., edition, report number, volume number) in parentheses after the title. Do not add a period between the title and the parenthetical information.

Source Element

- In the source element for **journal article references**:
 - Italicize the journal title and volume number.
 - Do not italicize the comma between the journal title and volume number, the issue number, and page numbers.
 - Place the issue number in parentheses after the volume number with no space in between.
 - Use an en dash (–) to separate a page range (e.g., 15–26).
- When the author and the publisher of a work are the same (as in many reports, books, and websites published by group authors), include the group name in the author element and omit it from the source element.





7th edition

Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

Journal Article (Section 10.1)

Lachner, A., Backfisch, I., Hoogerheide, V., van Gog, T., & Renkl, A. (2020). Timing matters! Explaining between study phases enhances students' learning. *Journal of Educational Psychology*, 112, 841–853. <https://doi.org/10.1037/edu0000396>

Online Magazine Article (Section 10.1)

Gander, K. (2020, April 29). COVID-19 vaccine being developed in Australia raises antibodies to neutralize virus in pre-clinical tests. *Newsweek*. <https://www.newsweek.com/australia-covid-19-vaccine-neutralize-virus-1500849>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*.
<https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association.
<https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind–body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association.
<https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2020, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). *APA reaffirms psychologists' role in combating climate change* [Press release]. <https://www.apa.org/news/press/releases/2020/03/combating-climate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). Smells like teen spirit [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happinesslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Tweet (Section 10.15)

Obama, B. [@BarackObama]. (2020, April 7). *It's World Health Day, and we owe a profound debt of gratitude to all our medical professionals. They're still giving* [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>

Open Educational Resource (Section 10.16)

Fagan, J. (2019, March 25). *Nursing clinical brain*. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Chandler, N. (2020, April 9). *What's the difference between Sasquatch and Bigfoot?* howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfoot-difference.htm>

Webpage on a News Website (Section 10.16)

Machado, J., & Turner, K. (2020, March 7). *The future of feminism*. Vox. <https://www.vox.com/identities/2020/3/7/21163193/international-womens-day-2020>

Webpage With a Retrieval Date (Section 10.16)

Center for Systems Science and Engineering. (2020, May 6). *COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*. Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>

For detail of APA Referencing style use following link

<https://apastyle.apa.org/style-grammar-guidelines/references/examples#textual-works>